

PROJECT WET - Alignment with Maryland Voluntary State Curriculum Grades 3-5ⁱ

AQUA BODIES – GRADES K-6; PAGE 63

STUDENTS TRACE THEIR BODIES AND COLOR PORTIONS TO REPRESENT THE AMOUNT OF WATER THEIR BODIES CONTAIN. HOW DOES THEIR WATER CONTENT COMPARE TO THAT OF A CACTUS, LETTUCE, OR A WHALE?

Reading/English/Language Arts	Social Studies	Science	Mathematics
None	None	<p>1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information.</p> <p>Grade 4 3.0 Life Science: E. Flow of Matter and Energy: 1. Food is the source all living things need to grow and survive (what animals & plants need to grow).</p> <p>Grade 5 3.0 Life Science: A. Diversity of Life 1. Some plants & animals survive well, some less well, & some not at all (environmental conditions [available water]).</p>	<p>Grade 3 3.0 Knowledge of Measurement: A. Measurement Units: e. estimate & determine weight.</p> <p>6.0 Knowledge of Number Relationships & Computation: C. Number Computation: (add, subtract, multiply, divide).</p> <p>7.0 Processes of Math A. Problem Solving; B. Reasoning; C. Communication; D. Connections: 1. Relate or apply mathematics within the discipline, to other disciplines, & to life (a-d).</p> <p>[potential exists to introduce the following 6 & 7 grade math concept: 6.0 Knowledge of Number Relationships & Computation: C. Number Computation: (percent).]</p>

HOUSE OF SEASONS – GRADES K-3; PAGE 155

BY CONSTRUCTING A “HOUSE OF SEASONS” COLLAGE, STUDENTS OBSERVE THE ROLE OF WATER IN EACH OF THE SEASONS. NOTE: THIS ACTIVITY INVOLVES ART.

Reading/English/Language Arts	Social Studies	Science	Mathematics
4.0 Writing: 2. Compose oral, written, and visual presentations; e. write to learn strategies (journals; logs; drawings).	None	1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information.	None

HUMPTY DUMPTY – GRADES 4-8; PAGE 316

STUDENTS RELATE THE CHALLENGES OF DOING ENVIRONMENTAL RESTORATION PROJECTS TO PIECING TOGETHER A SIMPLE PUZZLE.

Reading/English/Language Arts	Social Studies	Science	Mathematics
None	<p>Grade 4 1.0 Political Science A. Foundations & Functions of Government 3. Analyze the role of MD government regarding public issues (a-b Chesapeake Bay; land use); B. Individual & Group Participation (2. b. volunteering).</p> <p>Grade 5 1.0 Political Science. B. Individual & Group Participation (2. b. volunteering); C. Protecting Rights & Maintaining Order 2.b. protection against natural disasters.</p> <p>Grade 4 3.0 Geography: D. Modifying & Adapting to the Environment 1. a-c (consequences; land use/growth of suburbia/pollution; governmental decisions).</p> <p>6.0 Social Studies Skills & Processes A. Develop & apply social studies vocabulary: e.g., AmeriCorps; environment; interest groups; natural hazards; natural resources; natural/physical features & characteristics; places; population distribution; scarcity; Smart Growth; sustainable development; urbanization; urban sprawl.</p>	<p>1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information; Technology.</p> <p>Grade 4 3.0 Life Science: F. Ecology 1. Individuals & groups of organisms interact with each other & environment: d. changes in habitat are sometimes beneficial and sometimes harmful.</p> <p>6.0 Environmental Science: B. Environmental Issues: Grade 4 - 1. People depend on, change, & are affected by the environment;</p> <p>Grade 5 - 1. Decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs (waste or harm; manage risk); 2. Consequences may occur when Earth's natural resources are used: a. recycling centers, native plantings good farming practices may have positive consequences on the natural environment; b. habitat destruction air, water, land and/or noise pollution, may have a negative consequence on the natural environment; c. Id environmental issue that affects different individuals and groups.</p>	None

STUDENTS TAKE AN IMAGINARY JOURNEY WITH WATER IN ITS SOLID, LIQUID, AND GESEOUS FORMS AS IT TRAVELS AROUND THE WORLD. NOTE: THIS ACTIVITY CAN INCLUDE ART (EXTENSION).

Reading/English/Language Arts Grade 3& 4	Social Studies None	Science Grade 3	Mathematics None
2.0 A. Comprehension of Informational Text: 5. Identify & explain author’s use of language (similes & metaphors).		3.0 Life Science: E. Flow of Matter and Energy: 1. Materials change from one form to another (recycling; natural cycles; decomposition). Grade 3 4.0 Chemistry: C. States of Matter: 1. How changes in temperature affect the properties of materials (heating & cooling change matter). Grade 5 2.0 Earth & Space: E. Interactions of Hydrosphere and Atmosphere. 1. (water cycle).	

LONG HAUL – GRADES K-12; PAGE 260
STUDENTS WORK IN TEAMS TO COMPETE IN A WATER-HAULING GAME.

Reading/English/Language Arts	Social Studies	Science	Mathematics
None	6.0 Social Studies Skills & Processes A. Learn to read & construct meaning (develop & apply social studies vocabulary, e.g., environment; interest groups; natural resources; scarcity; Smart Growth; sustainable development). [potential exists to meet: 3.0 Geography: D. Modifying & Adapting the Environment. 1. (grade 3) a-c (meeting changing needs; decisions about protecting environment; ways people adapt to the environment); (grade 4) 1. a-c (consequences; land use/growth of suburbia/pollution; governmental decisions).]	1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information. Grade 5 6.0 Environmental Science: A. Natural Resources and Human Needs: 1. Renewable and nonrenewable natural resources are used by humans to meet basic needs. [potential exists to meet: Grade 4 6.0 Environmental Science: B. Environmental Issues: 1. People depend on, change, & are affected by the environment (how a community is affected by environmental factors, e.g., water).]	Grade 3 3.0 Knowledge of Measurement: A. Measurement Units e. estimate & determine weight. 6.0 Knowledge of Number Relationships & Computation: C. Number Computation: (add, subtract, multiply, divide). 7.0 Processes of Math A. Problem Solving; B. Reasoning; C. Communication; D. Connections: 1. Relate or apply mathematics within the discipline, to other disciplines, & to life (a-d).

MACROINVERTEBRATE MAYHEM – GRADES 4-8; PAGE 322

STUDENTS PLAY A GAME OF TAG TO SIMULATE THE EFFECTS OF ENVIRONMENTAL STRESSORS ON MACROINVERTEBRATE POPULATIONS.

Reading/English/Language Arts	Social Studies	Science	Mathematics
None	None	<p>Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information; D. Technology</p> <p>Grade 4 3.0 Life Science: F. Ecology 1. d. Changes in habitat can be beneficial & harmful. [potential exists to meet A. Diversity of Life. 1. Animals & plants can be grouped by observable features.]</p> <p>Grade 5 3.0 Life Science: A. Diversity of Life 1. Some plants & animals survive well, some less well, & some not at all (adaptations & environmental conditions); 6.0 Environmental Science: B. Environmental Issues: 2. Consequences may occur when Earth's natural resources are used: b. habitat destruction air, water, land noise pollution, may have a negative consequence on the natural environment; c. Id environmental issues that affect individuals and groups.</p>	None

RAINING CATS AND DOGS – GRADES 4-8; PAGE 435

STUDENTS ANALYZE AND INTERPRET WATER SAYINGS – THROUGH A CARD GAME, SKITS, PANATOMINE, AND CREATIVE WRITING – TO COMPARE FIGURES OF SPEECH ACROSS CULTURES AND CLIMATE ZONES.

Reading/English/Language Arts	Social Studies	Science	Mathematics
<p>Grade 3-4 2.0 A. Comprehension of Informational Text: 5. Identify & explain author's use of language (similes & metaphors).</p> <p>3.0 Comprehension of literary text: 4: Use elements of poetry to facilitate understanding.</p>	<p>[Potential exists to meet Grade 3 3.0 Geography: B. Geographic Characteristics of Places & Regions D. Modifying & Adapting the Environment. 1. a-c (meeting changing needs; decisions about protecting environment; ways people adapt to the environment); Grade 4 3.0 Geography B. Geographic Characteristics of Places & Regions. a. compare natural/physical features]</p>	None	None

SALT MARSH PLAYERS – GRADES 4-5; PAGE 99

STUDENTS ROLE-PLAY HOW ORGANISMS ADAPT TO LIFE IN A SALT MARSH – A COASTA, MARINE HABITAT THAT IS ALTERNATELY FLOODED AND DRAINED BY TIDES.

Reading/English/Language Arts	Social Studies	Science	Mathematics
None	None	1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; D. Technology. Grade 5 3.0 Life Science: A. Diversity of Life 1. Some plants & animals survive well, some less well, & some not at all (adaptations & environ. conditions). Grade 4 3.0 Life Science: D. Evolution 1. Individuals of the same kind differ in their characteristics; some differences give individuals an advantage in surviving and reproducing; F. Ecology 1. Individuals & groups of organisms interact with each other & environment: a. competition for habitat; c. roles within food chains/webs: scavengers/ decomposers, etc.; d. changes in habitat are beneficial and harmful; [potential exists to meet 3.0 Life Science. A. Diversity of Life: 1. Animals & plants can be grouped by observable features (classification).]	None

WATER CROSSINGS – GRADES 4-12; PAGE 421

STUDENTS PARTICIPATE IN A WATER-CROSSING CONTEST IN WHICH THEY MUST MOVE THEIR POSSESSIONS (A HARD-BOILED EGG) ACROSS A SPAN OF WATER (A CAKE PAN).

Reading/English/Language Arts	Social Studies	Science	Mathematics
1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop & apply vocabulary via a variety of texts. Grade 4 4.0 Writing 2. Compose oral, written, and visual presentations; e. write to learn strategies (journals; logs; drawings). Grade 5 4.0 Writing 2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.	Grade 4 3.0 Geography: A. Using Geographic Tools; B. Geographic Characteristics of Places & Regions a. compare natural/physical features; b. population distribution. Grade 5 2.0 Peoples of the Nation & World A. Elements of Culture 1. Environmental influences (settlement & migration); B. Cultural Diffusion 2. Colonial settlement patterns.	None	None

SUPER BOWL SURGE – GRADES 4-12; PAGE 353

STUDENTS DO IN-DEPTH RESEARCH AND PRESENT ACTION PLANS TO SOLVE THE PROBLEM OF INCREASED DEMANDS ON A COMMUNITY'S WASTEWATER TREATMENT PLANT.

Reading/English/Language Arts	Social Studies	Science	Mathematics
<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop & apply vocabulary via a variety of texts.</p> <p>Grade 4 4.0 Writing: 2. Compose oral, written, and visual presentations; e. write to learn strategies (journals; logs; drawings). 7. Locate, retrieve, & use info. from various sources.</p> <p>Grade 5 4.0 Writing 2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p>6.0 Listening: Attend & respond to the speaker; asking questions; summarizing; following a set of directions.</p>	<p>Grade 4 1.0 Political Science A. Foundations & Functions of Government 3. Analyze the role of MD government regarding public issues (a-b Chesapeake Bay; land use).</p> <p>Grade 4 3.0 Geography B. Geographic Characteristics of Places & Regions b. population distribution; D. Modifying & Adapting to the Environment 1. a-c (consequences; land use/growth of suburbia/pollution; governmental decisions).</p>	<p>1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information; D. Technology.</p> <p>Grade 4 6.0 Environmental Science: B. Environmental Issues: 1. People depend on, change, & are affected by the environment (soil type; water).</p> <p>Grade 5 6.0 Environmental Science: B. Environmental Issues: 1. Decisions influencing the use of natural resources have benefits, drawbacks, unexpected consequences, tradeoffs; 2. Consequences occur when natural resources are used: b. habitat destruction air, water, land, noise pollution, may have a negative consequence on the natural environment; c. Id environmental issues that affect different individuals/groups.</p>	<p>None</p>

WATER ADDRESS – GRADES 4-8; PAGE 122

STUDENTS IDENTIFY PLANTS & ANIMALS & THEIR HABITATS BY ANALYZING CLUES THAT DESCRIBE WATER-RELATED ADAPTATIONS OF AQUATIC & TERRESTRIAL ORGANISMS.

Reading/English/Language Arts	Social Studies	Science	Mathematics
<p>4.0 Writing: 2. Compose oral, written, and visual presentations; e. write to learn strategies (journals; logs; drawings) – <i>Activity Extension only.</i></p>	<p>[potential exists to meet Grade 4 - 3.0 Geography: A. Using Geographic Tools.]</p>	<p>1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning.</p> <p>Grade 4 3.0 Life Science. A. Diversity of Life: 1. Animals & plants can be grouped by observable features (classification); D. Evolution 1. Individuals of the same kind differ in their characteristics; differences give individuals an advantage in surviving and reproducing.</p> <p>Grade 5 3.0 Life Science: A. Diversity of Life 1. Some plants & animals survive well, some less well, & some not at all (adaptations & environ. conditions).</p>	<p>None</p>

COMMON WATER – GRADES 3-8 (K-2 OPTION); PAGE 232

STUDENTS ANALYZE THE RESULTS OF A SIMULATION TO UNDERSTAND THAT WATER IS A SHARED RESOURCE AND IS MANAGED.

Reading/English/Language Arts	Social Studies	Science	Mathematics
None	<p>Grade 3 1.0 Political Science C. Protecting Rights & Maintaining Order: 1 a (citizen responsibilities, such as neighborhood cleanups [in this case, equitable water allocation/conservation]); 3.0 Geography: B. Geographic Characteristics of Places & Regions 1. a-b (population distribution); D. Modifying & Adapting the Environment. 1. a-c (meeting changing needs; decisions about protecting environment; ways people adapt to the environment). Grade 4 3.0 Geography B. Geographic Characteristics of Places & Regions a. compare natural/physical features; b. population distribution; D. Modifying & Adapting to the Environment 1. a-c (consequences; land use/growth of suburbia/pollution; governmental decisions); 4.0 Economics A. Scarcity & Economic Decision-making 1. Limited resources; 2. limited economic resources used to produce goods; 3. (technology). Grade 5 2.0 Peoples of the Nation & World: A. Elements of Culture 1. Environmental influences (settlement & migration); B. Cultural Diffusion 2. Colonial settlement patterns All Grades 6.0 Social Studies Skills & Processes: A. Develop & apply social studies vocabulary: economic resources; environment; interest groups; natural resources; natural/physical features & characteristics; places; population distribution; production; scarcity; settlement patterns; Smart Growth; sustainable development)</p>	<p>1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information; D. Technology. Grade 3 3.0 Life Science: E. Flow of Matter and Energy: 1. Materials change from one form to another (recycling; natural cycles). Grade 4 6.0 Environmental Science: B. Environmental Issues: 1. People depend on, change, & are affected by the environment (how a community is affected by environmental factors: soil type; water). Grade 5 6.0 Environmental Science: A. Natural Resources and Human Needs: 1. Renewable and nonrenewable natural resources are used by humans to meet basic needs; 6.0 Environmental Science: B. Environmental Issues: 1. Decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs (waste or harm; manage risk); 2. Consequences may occur when Earth's natural resources are used. [potential exists to meet Grade 5 2.0 Earth & Space: E. Interactions of Hydrosphere and Atmosphere. 1. (water cycle)].</p>	None

MONEY DOWN THE DRAIN – GRADES 3-8; PAGE 328

THROUGH OBSERVATION AND SIMPLE CALCULATIONS, STUDENTS LEARN THAT A DRIPPING FAUCET WASTS A VALUABLE RESOURCE.

Reading/English/Language Arts	Social Studies	Science	Mathematics
None	Grade 3 1.0 Political Science C. Protecting Rights & Maintaining Order: 1 a (citizen responsibilities, such as neighborhood cleanups [in this case, water conservation]). Grade 4 4.0 Economics A. Scarcity & Economic Decision-making 1. Limited resources.	1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information; D. Technology. Grade 5 6.0 Environmental Science: A. Natural Resources and Human Needs: 1. Renewable and nonrenewable natural resources are used by humans to meet basic needs. Grade 4 6.0 Environmental Science: B. Environmental Issues: 1. People depend on, change, & are affected by the environment (how a community is affected by environmental factors: water). Grade 5 6.0 Environmental Science: B. Environmental Issues: 1. Decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs; 2. Consequences may occur when Earth's natural resources are used.	Grades 4-5 4.0 Knowledge of Statistics: B. Data Analysis. 1. Interpret data according to how it was displayed; 2. Describe a set of data: a. mean , median, mode, range. 6.0 Knowledge of Number Relationships & Computation: C. Number Computation: (add, subtract, multiply, divide). 7.0 Processes of Math A. Problem Solving; B. Reasoning; C. Communication; D. Connections: 1. Relate or apply math to other disciplines & to life (a-d).

ⁱ Activities meet standards as noted. When a standard is listed without notation, the activity meets the standard fully. If no grades are noted, the activity meets the standard for all grades indicated by the activity.